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ABSTRACT

GRADES OR AGES: Grade 8. SUBJECT MATTER: Social studies; Muslim civilization. ORGANIZATION AND PHYSICAL APPEARANCE: The central section of the guide is divided into eight subunits, each of which is laid out in three columns, one each for topics, activities, and materials. Other sections are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the unit are listed in the first page. Each group of activities in the second column is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Each group of materials listed in the third column is related to one or more activities. In addition an appendix lists related articles from National Geographic. STUDENT ASSESSMENT: A one-page section entitled "Evaluation" lists attitudes, understandings, and skills students should have by the end of the unit. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

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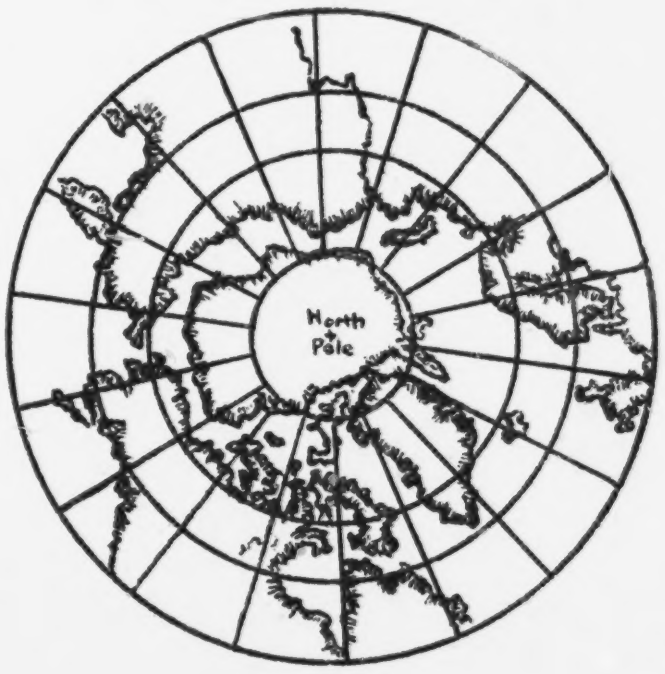
MUSLIM CIVILIZATION
RESOURCE UNIT III
GRADE 8



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

SP007079

RU,III - Gr. 8

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RESOURCE UNIT III
MUSLIM CIVILIZATION

SUGGESTED TIME: 10-12 WEEKS

I. INTRODUCTION

Unit III represents an attempt to view in its entirety a major contemporary civilization, Muslim, by utilizing a method of analysis which would be applicable to a similar study of any other given civilization. Its content is such that while history exists as the focus, the other social science disciplines have been drawn upon freely in an effort to present a complete picture.

Islam was born in the Middle East, and this remains yet as the heartland of contemporary Muslim civilization in spite of the fact that Islam and Islamit culture have spread to other areas, Thus, the emphasis is chiefly on the Middle East as the area where culture is most representative of the Muslim Civiliaation.

Actually, Muslim Civilization in total comprises nations and peoples outside of the specific realm of the Middle East. However, since most availabe materials do not deal with the entire Muslim world as such, but concentrate on the Middle East in particular, this limitation also applies to the following resource unit. Thus, some content material does not take into consideration areas in North Africa, the Soviet Union, Pakistan, Malaya, and Indonesia.

Finally, while the historical origins of the Muslim Civilization cannot and have not been ignored, it is true that of primary importance is an awareness of and appreciation for the contemporary scene so that students may arrive at a full understanding of the world in which they live today.

Introduction (cont'd)

Our real crisis in my view is that we are going through two revolutions, not merely one. Every people on earth goes through two revolutions--a political revolution by which it wrests the right to govern itself from the hand of tyranny and a social revolution involving the conflict of classes which settles down when justice is secured... Peoples preceding us on the path of human progress have passed through two revolutions, but they have not had to face both at once; their revolutions in fact were a century apart in time. But as for us, the terrible experience through which our people is going is that we are having both revolutions at once.

Gamal Abdel Nasser

Stavrianos, Lefton S., et al. A Global History of Man (Boston: Allyn and Bacon, 1962), p. 444.

II. A I M S

1. To develop further an understanding of the term 'civilization'.

2. To develop further understanding of the aims and scope of the years study.

3. To develop a greater understanding of the nature and role of the six social science disciplines as they apply to a study of contemporary civilizations.

4. To acquire an understanding of Muslim Civilization; its origin, nature, and interrelatedness with other contemporary civilizations.

III. G E N E R A L I Z A T I O N S

1. The major generalizations about a civilization are all appropriate for this unit. (See Curriculum Guide, Grade 8, pp. 15-16)

2. Muslim Civilization is composed of millions of persons and it spread in all directions from its origins in Arabia.

3. An understanding of Islam is essential to an understanding of Muslim Civilization.

4. Historically, Muslim Civilization interacted with emerging Western Civilization.

VOCABULARY

Allah

Mohammed Ali Jinnah

Arab League

Aswan Dam

Babylonian

Byzantine

Christianity

fellaheen

Islam

Judaism

kibbutz

Mesopotamia

Mohammed

nomads

oasis

Ottoman

revolution

Semetic

Suez Canal

DEVELOPMENT OF UNIT
MUSLIM CIVILIZATION

7

A. INTRODUCTION

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is the location of Muslim Civilization?	Using a wall map locate the areas of Muslim Civilization. It extends from North Africa, to the Middle East, to Southeastern Russia, to Pakistan, to Malaya, to Indonesia, and is slightly larger than the United States. Have students make a map showing the extent of Muslim Civilization today and keep it for notebooks. Identify the countries included in Muslim Civilization in the Middle East, North and parts of Central Africa, Pakistan, and Indonesia. Class discussion - Why is the Middle East referred to as the Crossroads of Civilization? Why is Muslim Civilization spread over such a large area? Compare the population and area of Muslim Civlization with that of Western. East Asian	Rand Mc Nally: Middle East and Moslem Society pp.251-252 Scott, Foresman: Middle East pp.5-8 Atlas Wall Map
What is the essential nature of Muslim Civilization?	Discuss Islam as both a social code and a religious system. Discuss the prominence given to the individual in Islam. What effects does this have on society? What have been some contributions of Islamic Civilization in mathematics and medicine.	Allyn & Bacon: Readings in World History pp.91-99 Scholastic Press: Middle East pp. 39-41 Golden Press: World's Great Religions pp.79-80

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Analyze the five obligations of every Muslim from a social point of view; from a religious point of view.	
What is the importance of the Muslim World today?	Two-thirds of the world's oil reserves are in the Middle East and Indonesia. Have a group report on the location of the major oil reserves, uses of oil, foreign investments, and importance of oil to them. Charts and maps might be prepared showing the location of the major oil producing regions of the world and the five leading countries producing oil. Class discussion on why foreign countries have had so much to do with the development of the oil industry in the Muslim world. Prepare a map showing foreign oil rights in the Middle East. Several students should prepare a report on the Muslim world as an underdeveloped or developing area. What constitutes an underdeveloped area? Why is so much of the Muslim world so classified? How much progress has been made in the last ten years? With the class, discuss the moves toward nationalism and modernization in the Muslim world. Hold a panel discussion on the significance of each movement. Class discussion of the strategic importance of the Middle East as a crossroads of three continents. What events have occurred in the area which would illustrate this concept?	Scholastic Press Middle East pp. 16, 18,19,144, 148 Scott, Foresman: Middle East pp.53-55;57-58 Allyn & Bacon Middle East pp.8-10 Rand McNally: Middle East and Moslem Society p.303 Time: The Arab World pp.85-91 Scott, Foresman: Beyond the Americas p. 193 Benefic: How People Live in the Middle East pp. 42-45 Ginn: Asia pp.15-16 Mac Millan: Wide World pp.305-307; 310 Scott, Foresman: Middle East pp.19-35 Allyn & Bacon: Middle East pp.39-43 17-20 Scholastic Press: Middle East pp.144-147;149 Allyn & Bacon: Reading in World History pp.534-536

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	With the class identify the major problems in the Muslim World- Communism vs. Nationalism; Political Stability; Israel question; Economic and Social revival - class discussion on implication of each for Muslim World. Assign students to write to the embassies of Muslim countries for information which when received could be used as the basis for project work on individual countries. A large map could be prepared for the bulletin board comparing the size of the United States and The Muslim World. Class discussion of pertinent current events based on newspaper and magazine articles.	Allyn & Bacon: Middle East pp.36-38 Allyn & Bacon: Readings in World History pp. 541- 542

B. TIME SEQUENCE

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is the time span of Islamic civilization? What are the pre-Islamic roots of Muslim Civilization? What has been the over-all development of Muslim Civilization since its inception? What is the general status of Muslim Civilization today?	Make a time line showing the length of Islamic civilization and divided into prehistoric ancient, classical, medieval and modern periods. Compare its length with that of East Asian;Western Have groups prepare separate time lines for the prehistoric, ancient, classical, medieval and modern periods showing the major events of each period. Be sure the students understand that the term Classical is used when referring to the seventh through eleventh centuries of Islamic civilization and should not be confused with the term as it applies to Classical Greece and Rome. Compare the length of the pre-Islamic and Islamic periods. Report on the major events of each period and prepare a time line to show the sequence of these events. Using key dates draw a comparison between the development and extent of Muslim civilization and that of East Asian, Indian and Western. A series of maps should be prepared to show the varying size and extent of the Muslim world at particular times. Discuss the reasons for the changes in size. Several students might prepare reports on the societies that influenced early Muslim Civilization such as Egyptian, Babylonian and Byzantine.	Scholastic Press: Middle East pp. 28-58 Allyn & Bacon: Middle East pp.11-16 Rand McNally: Middle East and Moslem Society.pp.252-269;262 Benefic: How People Live in the Middle East pp 14-22 Scott, Foresman: Middle Eastpp.6-18 Allyn & Bacon: Readings pp. 113-117;520-526 Holt, Rinehart & Winston: Graphic Guide to World History Selected Pages Allyn & Bacon: Eastern Lands pp.34-37 Library Books Encyclopedia Filmstrips SS-R-19-c Rise of Egyptian Civiliz a-ion SS-R-19-d Mesopotamian Civilization Title II-SS-E-10-d Exploring Ancient Egypt

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Class discussion: Why do you think the most highly developed civilizations were located in the Middle East in early ages? Show on a map how civilization spread from its center in Mesopotamia to other areas. Write to the American Friends of the Middle East, Inc.; Washington, D.C. for their pamphlets - Basic Facts on the Ancient Middle East and Basic Facts on the Middle East. Prepare special reports on the introduction and development of Muslim civilization in North and Central Africa, Pakistan, and INdonesia In class discussion compare the extent, development, and achievement of the Civilization in each area.	

TIME LINE - MIDDLE EAST

Prehistoric to 3700 B.C.	5000 B.C.	
	4500 B.C.	
	4000 B. C.	
	3500 B. C.	
	3000 B. C.	
Ancient Period 3700 B. C. to 1000 B. C.	2500 B. C.	Pre-Islamic
	2000 B. C.	
	1500 B. C.	
	1000 B. C.	
Classical Period 1000 B.C. to 500 A.D.	500 B.C	
	B. C.	
	A. D.	
Medieval Period 500 A.D. to 1000 A.D.	500 A. D.	570-632 Mohammed 630-1055 Muslim Empire
	1000 A. D.	
Modern Period to Present	1500 A.D.	
	2000 A. D.	

KEY EVENTS IN MIDDLE EASTERN HISTORY

4000 B.C.	Civilization flourished in Nile, Tigris Euphrates Valleys
1400-900 B.C.	Hebrews develop idea of one God
500 B.C. 500 A.D.	Persian, Hellenic, Roman Empires suceeed one another
30-100 A.D.	Christianity spreads. Jews scatter from Palestine
330	Start of Byzantine Empire
622-1300	Spread of Islam
1000	Seljuk Turkish tribes invade Middle East
1096-1291	Crusades - Contact with West
1200-1500	Mongols raid Mesopotamia and the Levant
1453	Ottoman Turks capture Constantinople and end Byzantine Empire
1498	Europeans find sea route to India
1400-1918	Ottoman Empire; Middle East declines
1520-1566	Suleiman the Magnificent; highpoint
1830	France in Algiers
1869	Suez Canal
1908	Oil resources found in Iran
1918-1945	Independent Arab States Emerge
1923	Turkey becomes a republic
1929	Oil resources found in Iraq
1948	Israel becomes independent
1951	Libya becomes independent
1952	Egypt beoomes a republic
1956	Egypt gets control of Suez Canal; Morocco and Tunisia become independent
1962	Algeria becomes independent

Kohn, Clyde and Dorothy Drummond, The World Today, p.414
Webster McGraw-Hill, 1966

C. LAND, CLIMATE AND RESOURCES

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the important geographic features of the Muslim World?	Make charts and maps showing the major deserts, mountains, and plains of the Middle East, Northern and Central Africa, Pakistan, Indonesia. How have these geographic features been influential in the development of Muslim civilization.	Benefic: How People Live in the Middle East. pp. 6-10 Scholastic Press: Middle East pp.9-14 Allyn & Bacon: Middle East p.9
Why are these features important?	Make a map showing the major rivers and river valleys of the Muslim World. What has been their significance? Make a map showing the rainfall distribution of the Middle East, Northern and Central Africa, Pakistan and Indonesia. What degree of rainfall do most Muslim countries receive? How has this factor been influential in the Muslim World? Prepare maps showing the major rivers of the Muslim world. Compare their size and navigable distance. Which rivers are the most important ones? How? Why? Note that there are desert areas in the Muslim world. Point out the major ones on a map. Define and discuss the term oasis. Prepare a model of an oasis and discuss the way in which it is formed. Class discussion: What is the effect of geographic features on the Muslim World in the past, present, and future? What are the problems of an arid world? How have these been dealt with? What degree of success has been achieved?	Scott, Foresman: Beyond the Americas pp. 176-180;194-204 National Education Association: Other Lands, Other Peoples pp. 59-82 Allyn & Bacon: Eastern Lands pp.28-33;40-41 Atlas Almanac Van Nostrand: World Geography and You pp.291-292 Ginn: Asia. pp1-29 Filmstrips SS-M-19-d Rivers of Iraq SS-M-19-e Mountain and Desert in Syria

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What types of climates are found in the Muslim World?	Make a map showing the various climatic types found in the areas of Muslim Society. Make a chart of the types of climate and where they are found in the world. What regions are similar to the Middle East; North and Central Africa; Pakistan; Indonesia. Three or four students could report on how climate has effected the lives of the people in the Middle East, North and Central Africa, Pakistan, and Indonesia.	Allyn & Bacon: Middle East p.849 Benefic: How People Live in the Middle East. p.11 Van Nostrand: World Geography and You. pp.23-37;293-296 Ginn: Asia pp. 1-29 National Education Association: Other Lands, Other Peoples pp. 59-82 Atlas
What are the resources of the Muslim World? What is being done to develop these resources?	Make a chart showing the mineral resources of the Middle East and their location. Do the same for North and Central Africa, Pakistan, and Indonesia. Prepare reports on the major mineral resources, where they are found, their use-fulness, and contribution to the economy. Make a map for each mineral, showing where it is found throughput the world. Make graphs showing the leading producers of each of the minerals produced in the Middle East, North and Central Africa, Pakistan, and Indonesia. Compare the mineral resources of the Middle East and East Asia.	Van Nostrand: World Geography and You pp. 54-62 Scholastic Press: Middle East pp. 14-18 Oxford Press: Economic Atlas Allyn & Bacon: Middle East pp. 8-10 Encyclopedia Library Books

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Divide the class into four groups. Each group could prepare a report on the natural resources found in the Middle East, North and Central Africa, Pakistan, and Indonesia. Are there any fuel and power resources found in these areas? Are there any forest resources? Class discussion on the value and usefulness of these natural resources to the economy. Discuss any efforts made by individuals or groups to develop the potential wealth of the Muslim World. What part does capital play in development of these resources?	

D. PEOPLE AND WAYS OF LIVING

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What major ethnic groups live in the Muslim World?	The heartland of the Muslim World is the Middle East. The Middle Eastern peoples are of mixed origins - Semitic, Arabic, Turkish, Persian. Trace the origins of each of these groups.	Rand Mcnally: Classroom Atlas pp.22-23 Rand McNally: Good's World Atlas p.46
What degree of interaction has occurred?	Show on a map the place of origin of each group. Have groups report on the location, origin, history, and interaction of these people. Collect pictures to show the varying peoples of the Middle East, and use them on a bulletin board. Make a map showing the location and distribution of these various peoples today. Make a chart showing the percentage of each type found in the Middle East; in the world. Make a map showing the major languages of the area. Make reports on these languages and their development. Make a report on the major minority groups in this area. On a map or chart show their distribution.	Almanac Allyn & Bacon: Middle East. p. 11 Benefic: How People Live in the Middle East. pp. 26-32 Time: Arab World pp. 9-14 Allyn & Bacon: Eastern Lands pp. 42-47 Allyn & Bacon: Readings in World History pp.542 Scott, Foresman: Beyond the Americas pp. 191-193 Scholastic Press; Middle East pp. 22-25 Van Nostrand: World Geography and You pp.324 - 326 National Education Association: Other Lands, Other People pp. 61-82

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Several groups of students might prepare special reports on the people of: North and Central Africa, Pakistan and Indonesia.	Allyn & Bacon: Middle East p.11 Scholastic Press; Middle East pp.19-21
What are the major occupational groups to be found in the Muslim World? What are the major social groups to be found in the Muslim World? How are these groups important?	The three major occupational groups of the Middle East are the nomads, peasants, and city-dwellers. Make a graph showing the percentage of each group found in the area. Have groups make reports on the typical life of each. A group could discover and report on the major occupational groups of North and Central Africa, Pakistan, and Indonesia. Are these the same as those found in the Middle East? Report on the major social classifications inthe Muslim world. Discuss the relationships between the groups. What degree of social mobility exists? Compare the social classification of the Muslim world with that of East Asia, India, etc. Class discussion - Why is the nomadic group a thorn in the side of nationalism? Class discussion - Why is there such a great number of peasants or Fellaheen?	Rand McNally: Middle East and Moslem Society pp. 273-277;293-294 Scott, Foresman: Beyond the Americas pp. 181-186 Van Nostrand: World Geography and You pp. 321-324 National Education Association: Other Lands, Other Peoples pp. 61-83 Allyn & Bacon: Readings in World History. pp.547-560 Time: Arab World pp. 73-78 Ginn: Asia p.6 Films C-L-24 Life of Nomad People
	Make a chart showing population, death rate birth rate, infant mortality rate, annual population increase, and density of population for available countries of the Muslim World. Examine this chart and draw conclusions. Do not limit these conclusions to social issues. Include also implications for economics and politics.	
	Discuss the influence of the Muslim religion on the formation and development of each group.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How do people make a living in this area? Why?	Agriculture is the major economic activity. List the major crops grown in the Middle East, North and Central Africa, Pakistan and Indonesia. Show where else in the world these crops are grown. Prepare a map showing where the various products are grown in the Muslim World. Prepare a graph showing the amount of arable land in various countries of the area. Interpret these figures, in the light of agricultural productivity. Prepare separate reports on the various products grown in the area--conditions needed for growth, usefulness, by-products. Discuss any other reasons for the low agricultural productivity in the Middle East? Class discussion or panel discussion: why is there an industrial lag in the Middle East? What degree of industrial development exists? A group could investigate and report on the reasons for Middle Eastern economic decline in modern time. A special report could be given on Israel as an exception taking into account the agriculture and industry of the country. Compare the Israeli Kibbutz with the Communist Collective farm. Report on the scarcity of water in the Middle East. What effect has it had?	Scott Foresman: Beyond the Americas pp. 194-204. Van Nostrand: World Geography and ycu. p.297-313 Macmillan: The Wide World pp. 305; 309-310; 316-317; 322-324; 333-334; 335-336. Allyn & Bacon: Readings in World History pp.560-574 Time: Arab World pp.79-84; 91-96; 97-103. Scott Foresman: Middle East pp.36-52; 60-69. Scholastic Press: Middle East pp. 14-18; 138 Allyn & Bacon: Middle East pp. 40-54 Benefic: How People Live in the Middle Fast pp.33-41; 48; 56-60 Ginn: Asia pp. 7; 9-10; 19-20; 23-29. Economic Atlas Filmstrips SS-I-11A-C Israel SS-L-5b Living in Turkey SS-L-5c Living in Southwest Asia.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A speical report should be prepared on the Aswan Dam. What benefits have been derived from its construction?	Film S.N.D. -V-7-1-5 Aswan Dam.
What are the chief urban areas of the Muslim World? What is their importance?	With the class locate the chief urban areas on a wall map. Have several students prepare a large map for the bulletin board giving the location of the major cities. Compare the percentage of urban vs non-urban population. Choose several of the major cities and make reports on their history, population, location, and importance. Special report on why cities develop where they do. Relate this to the cities of the Muslim World. Class discussion: Why is the urban population so small? A large map could be made for the bulletin board showing the chief urban areas. Class discussion -what is the significance of urbanism and its development to the Moslim World? What particular problems accompany the development of urban complexes?	National Education Association: Other Lands, Other Peoples. pp.61-82 Ginn: Asia pp.7-3;11-12; 13-15;20-22;23;24; 27-29 Almanac Atlas Encyclopedia Filmstrips SS-M-19-f Village & City Life in Turkey

E. VALUES, BELIEFS, INSTITUTIONS

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How has the trend to modernization affected traditional Islamic values? What are the major cultural trends in the Muslim World today?	Show how the religious and non-religious fields are becoming independent of each other and how the influence of Islam is being offset by modernization. Report on how education has changed and non-religous subjects are no longer given a religious orientation. Report on how technological and communication advances are undermining traditional Islamic culture. Class discussion or debate: Islam is a more powerful force in the Middle East than Christianity is in the West. On a map show the spread of Islam from its point of origin. On a map show the extent of the Muslim world at various points, including the present. Class discussion or debate: Islam's future rests with its ability to adjust to the changing requirements of modern times. Special report on the changing status of women in the Middle East.What type of life do the women of different social classes lead? Special report on Mohammed's life and history. Give a report on the history of Islam--its highpoints and reasons for its stagnation.	Time: The Arab World pp.25-39; 129-135 Allyn & Bacon: Readings in World History pp.575-582 Allyn & Bacon: Middle East pp.56-65 Rand McNally: Middle East and Moslem Society pp.276-283;290-299 Golden Press: The World's Great Religions pp. 77-170 Atlas Almanac Scott, Foresman: Beyond the Americas pp.189-191

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	The Middle East was the birth-place of several religions--Islam, Judaism, Christianity, Zoroastrianism. Make a large chart comparing these three religions. Categories might be: date of origin, place of origin, originator Holy Book, history, number of believers, basic precepts. This chart could be used as the basis of a class discussion. Make a map showing the areas of Christianity, Judaim, and Islam in the world today. A principal trend is the influence of the West on thought and technology. Identify this with the class and discuss the implications this has for the future of Islam. Two Western concepts--rationalism and individualism are taking hold. Define both terms and show how these would conflict with major Islamic beliefs. Progress being made in education, industry, and mass communication is revolutionizing the Middle East. Discuss how this is affecting traditional relations between the people.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the political institutions of the Muslim World?	The major political institution is the state. However, there are a variety of states within the area. Prepare a chart showing all the independent states of the area, their capital city, population, size, and form of government. A report should be given on Pan-Arabism. What is it? In which countries does it have strength: Among what groups? Who oppose it? Why? Reports might be given on the various types of government found in the Muslim World and information given on the adaptability of these tradi_ tional governments to the changing economic and social conditions of the area. Have the governments kept pace with reformist demands? Where? Who makes the demands? Why? Prepare a map showing those Muslim countries which are members of the United Nations: the Arab League. Prepare a special report on ways in which the United Nations has helped the countries of the Muslim World.	Almanac Atlas Scholastic Press: Middle East. last page. Allyn & Bacon: Middle East p.31

F. CREATIVE EXPRESSIONS

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What contributions has Muslim Civilization given to the World? In what cultural areas did the Muslims excel?	Have several students or groups of students do independent research and prepare reports for the class on the extent to which Muslim Civilization has excelled creatively in architecture, literature, the physical sciences, and religion. If possible, collect pictures of Muslim art and architecture. These might be obtained from the Providence Public Library. Discuss the ways in which the creative achievements of the Muslims have served as contributions to world culture. Make a time line showing the various contributions by year. Have a student find and read to the class some examples of Muslim secular and religious literature. Try to identify some of the outstanding Muslim scholars, scientists, artists, and authors and collect some information on their lives and contributions. Class discussion: Why have the Muslims excelled in astronomy, geography, mathematics, and science? Class discussion: Identify some contributions of Muslim Civilization to Western Civilization. Plan a guided tour to the museum at Rhode Island School of Design.	Holt, Rinehart, & Winston: A Graphic Guide to World History. pp. 3;8-13;38-59; 63; 67-71; 75-83; 87;96;99;103-111; 118; 123;127-128; 132-135 Time: The Arab World pp. 131-135 Scott Foresman: Beyond the Americas pp. 187-188 Allyn & Bacon: Eastern Lands pp. 36-37;42-44 Rand McNally: Middle East and Muslim Society pp. 255-258;259; 262-269; Scholastic Press: Middle East pp. 28-43

G. CONTACTS

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the major external contacts of Muslim Civilization?	The Middle East is known as the land of six seas--Mediterranean, Black, Caspian, Red, Aegean, and Persian--make a map showing these seas and their relation to the Middle East. Using this map for illustrative purposes, prepare a report on the contacts made by the early Muslims through utilizing these seas. Make a map showing some of the important commercial seaports of the Muslim World. Maps could also be made of major airports in the area. Major shipping and railroad routes could be shown. Prepare a report on the impact of Islam on the West and vice-versa. Have the class identify some effects of the impact. A special report might be given on the Crusades and their effects on the Middle East. Class discussion: Why did the West surge ahead of the Middle East? Make a large map for the Bulletin Board showing major seaports and transportation routes. Divide the class into three groups to investigate the following question: What have been the major external contacts of the Muslim World with Western Civilization? India? East Asia?	Oxford Press; Economic Atlas World Atlas Allyn & Bacon: Readings in World History pp. 586-590 Allyn & Bacon: Middle East pp. 48-50;56-59 Scholastic Press; Middle East pp. 44; 45-52; 47 Scott, Foresman: Middle East pp. 8-9; 13-18; Time: Arab World pp. 41-57 Allyn & Bacon: Eastern Lands pp. 47-48

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What major internal contacts have occurred in the Muslim World?	A special report might be made on Kemal Ataturk. Have the class discuss the qualities of a leader that he exhibited. What impact did he have on the history of Turkey? the Middle East? Have a group trace the history and development of Arab nationalism. A time line could be made to go along with the report. A special report might be prepared on Nasser. In class discussion compare him with Ataturk. How are they similar? different? A group might report on some of the triumphs of Arab nationalism. How successful has it been? Special report on the conflict between Israel and the Arab League giving the historic background of the conflict. Class discussion: What is the popularity of Communism in the Middle East? Why is it popular? Can nationalism and Communism co-exist? Class discussion; What are the common bonds of unity in the Middle East? Special report could be made on the Arab League. Maps could be prepared showing its varying extent since its inception.	Scholastic Press; Middle East pp. 52;57;59-74; 89-124; 144-147; 152-155; Allyn & Bacon: Middle East pp. 17-38 Rand McNally: Middle East and Moslem Society pp. 296-311 Allyn & Bacon: Readings in World History pp. 532-544 Allyn & Bacon: Eastern Lands pp. 49-51; 54-56

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A special group report could be prepared on the major internal contact which have occurred in North and Central Africa. Mention might be made of the movement for independence in such areas as Algeria. A special report could be prepared on Ali Jinnah and the movement for independence in Pakistan.	

H. PROBLEMS AND THE FUTURE

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are some of the major problems to be faced in the Muslim World? What does the future hold for this area?	From the material covered the class should be able to identify through discussion some of the major problems. List these on the board. A chart could be made showing each problem and giving a description of it and suggesting solutions. The class might have a discussion or a debate on which problem is most pressing or important from the standpoint of the Muslim World:; the world. Class discussion of the future of the Middle East- heartland of Muslim Civilization. Consider such questions as: Will nationalism or Communism dominate the Middle East? Will the Middle East's depressed economic condition improve? What will be the effect of modernization on Islam? Special reports might be prepared on the current problems and future development of Pakistan, Indonesia, and Muslim Africa.	Benefic: How People Live in the Middle East pp. 46-49 Scott, Foresman: Middle East pp. 70-76 Time: The Arab World. pp. 145-151 Allyn & Bacon: The Middle East pp. 63-65 Scholastic Press: Middle East pp. 140-155

EVALUATION

Evaluation of Resource Unit III should be considered in terms of achievement in the development of attitudes, the proficiency in the use of essential skills, and the acquisition of basic content.

Attitudes

1. What is the intrinsic worth of the Muslim civilization?

2. How does the existence of the Muslim civilization affect our lives?

3. How do our attitudes change as a result of learning about a non-western civilization?

Content

1. What has been learned about the Muslim civilization in all its aspects?

2. What functional use does knowledge of contemporary Muslim civilization have?

3. To what extent is content of all social studies disciplines necessary for the analysis of a civilization?

Skills

1. What previously learned skills were useful for the study of civilization?

2. What new skills had to be learned to properly analyze a civilization?

3. What has been learned about how to analyze any civilization?

APPENDIX A

NATIONAL GEOGRAPHIC MAGAZINES

RELATED ARTICLES

Along the Storied Incense Roads of Aden	February, 1957
Sailing with Sindbad's Sons	November, 1948
France's Stepchild, Problem and Promise (Algeria)	June, 1960
Oasis-hopping in the Sahara	February, 1949
Arab Land Beyond the Jordan	December, 1947
The Arab World: A Story in Pictures	November, 1958
In Search of Arabia's Past	April, 1948
An Archaeologist Looks at Palestine	December, 1947
From America to Mecca on Airborne Pilgrimage	July, 1953
Jerusalem, the Divided City	April, 1959
Pilgrims Follow the Christmas Star	December, 1952
Bringing Old Testament Times to Life	December, 1957
Fresh Treasures from Egypt's Ancient Sands	November, 1955
Hashemite Jordan, Arab Heartland	December, 1952
Iraq--Where Oil and Water Mix	October, 1958
The Men Who Hid the Dead Sea Scrolls	December, 1958
Threatened Treasures of the Nile	October, 1963
Young-Old Lebanon Lives by Trade	April, 1958
The Nile: Problem and Promise	October, 1963
Report from the Locust Wars (Bedouins)	April, 1953
Sinai Sheds New Light on the Bible	December, 1948
Crusader Lands Revisited	December, 1954
Crusader Road to Jerusalem	December 1963
Holy Land Today	December, 1963
Home to the Holy Land	December, 1950
Jerusalem to Rome in the Path of St. Paul	December, 1956

The Last Thousand Years Before Christ	December, 1960
Southwest Asia Makes History Again	June, 1952
Safari from Congo to Cairo	December, 1954
The Changing Face of Southwest Asia	May, 1963
An Engineer's View of the Suez Canal	January, 1957
Beside the Persian Gulf	March, 1947
I Became a Bakhtiari (Iran)	March, 1947
Journey into Troubled Iran	October, 1951
Old-New Iran	January, 1961
Sky Road East (Southwest Asia)	January, 1960
Marsh Dwellers of Southern Iraq	February, 1958
West From the Khyber Pass	July, 1958
Boom Time in Kuwait	December, 1952
Yemen Opens the Door to Progress	February, 1952
Delhi, Capital of a New Dominion	November, 1947
The Idyllic Vale of Kashmir	April, 1948
We Dwelt in Kashgai Tents (Nomads)	June, 1952
East Pakistan Drives Back the Jungle	March, 1955
Pakistan, New Nation in an Old Land	November, 1952
We Lived in Turbulent Tehran	November, 1953
Ancient "Skyscrapers" of the Yemen	November, 1947
Yemen-Southern Arabia's Mountain Wonderland	November, 1947
The Other Side of Jordan	December, 1964
Abraham, the Friend of God	December, 1966
Holy Land, My Country	December, 1964
Jerusalem, My Home	December, 1964
Saudi Arabia: Beyond the Sands of Mecca	January, 1966
Yankee Cruises the Storied Nile (Aswan Dam)	May, 1965
Israel: Land of Promise	March, 1965
The Land of Galilee	December, 1965